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ABSTRACT

The textbook cataloging and classification scheme described was developed to assist students in gaining easy access to the textbook collection of the Herbert H. Lehman College library. Textbooks are cataloged in three basic divisions: texts for grades 1-6, texts for grades 7-12, and texts which overlap or can be used at both the elementary and secondary level. Each text is further cataloged by subject area, and a specially developed taxonomy has been created for that purpose. Examples of the cataloging procedures are provided as they were applied to selected books. (DGC)

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A Classification System and Procedure Manual For Cataloging Textbooks in a University Library Curriculum Laboratory Collection.

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Textbooks are an important part of a university Curriculum Laboratory Collection because they are an important part of the teaching-learning process in American education. Education professors give students assignments to look at sets of textbooks from different publishers, to compare them to each other, to compare volumes of the same series at different grade levels and to analyze their authors' purpose, method and philosophy.

Being aware of how textbooks are used and asked for is the first requirement for developing a basic classification system for them. Before developing this system, I tried to find an adequate system which I, an education-reference librarian and non-cataloger, could understand and use. Here at Lehman Library, as in other Curriculum Laboratory Collections I have visited, there is only one professional librarian in charge, me. Clerical help is scarce. There was no available textbook classification system I could find which did not demand a professional cataloger, was simple enough so that student or clerical help with minimal training effort and supervision could catalog the books and perform all the routines associated with this task, and which would suit the purposes for which teacher education students use textbooks.

Some type of cost-effective system was needed. The Cataloging Manual which follows is an attempt to solve this problem. This system , presented in the Manual, has been in use for two years. Thus far, 1800 books have been cataloged using it. When I first developed the system, I approached Mr. Sang Chul Lee, our chief cataloger, for some basic instruction in cataloging technique. This system owes much to his patient instruction and helpful criticism.

Textbooks are cataloged in three basic divisions:
Text 1-6 for elementary grades
Text 7-12 for secondary grades
Text 1-12 for texts which overlap or include both levels or which can be used at both grade levels.

The basic subject classification scheme is taken from Bl-Hi Textbooks in Print. New York: Bowker, published annually. Make sure to use the most up-to-date edition of this book each year since it is the basis for many necessary cataloging decisions including subject, grade level and entry form. Subjects like science, are divided into more specific subjects, e.g, chemistry, biology, only for grades above the sixth grade since in most American schools these specific subjects are not taught separately in the elementary grades.

Two basic entry forms are used for cataloging all textbooks.

a) Title entry - to be used for a series title when the books is part of a series, e.g., Bank Street Readers, or for an individual title when the book has no author. Most texts do belong to a series and they are usually asked for by series name.

b) Author entry - to be used for individual titles when the title is not part of a series. The book title may, however, include a teacher's manual and a workbook.

The series title entry is the entry used most often since texts are usually ordered in sets. Most series include student editions, teacher editions and workbooks. The aim is to catalog each series so that the student book, the teacher's edition and the companion workbook s tand together on the shelf. The entire series is numbered so that it is in grade level order. Often, however, a complete series does not arrive on time. To avoid typing new cards each time a book arrives, we wrote out all the books in the series on the List of Holdings card (see manual) and penciled in the word "lacking" next to missing volumes. This word was erased when the book arrived.

The steps involved in cataloging texts are explained in detail in the Catalog Manual. The following is a list of organizational procedures I found useful for completing the cataloging and processing of texts.

1. Have a set of shelves with catalog card size signs from A to Z. When books arrive, look up titles in El-Hi Textbooks in Print to determine entry. Arrange books on shelves in alphabetical order of entry. This will help you find the book if it is asked for before it is cataloged.

2. Do one series or one individual title at a time. Have the student or clerical person decide on the call number using El-Hi Textbooks in Print to determine the grade level and subject division. If the title is not listed here, the professional librarian must determine this information. Use a Cutter table to determine the Cutter number. This number is based on the first letter of the series title in the series entry or the first letter of the author's name in an author entry. Make sure to space cutter numbers far enough apart so you can add other similar titles if they arrive.

3. Type cards according to instructions in the manual. The first page of the manual gives a general picture of the spacing used to type all cards. Then, there are specific instructions for series title, title and author entry cards.

4. Have cards duplicated if possible. In this way there will be one set of cards filed according to call number for use as a shelflist (make sure to keep text 1-12, text 1-6, and text 7-12 cards filed in separate sections in this shelflist). Only the shelflist file need have the list of holdings cards. There will be another set of cards to be filed by series title and author or individual title in your catalog for the entire Curriculum Laboratory Collection. This will allow the student to look for a book by series title, by author, or, using the shelflist, by subject.

5. After each book is cataloged, type labels and book pockets. Each label and pocket contains the call number for each individual book. Paste pockets on inside cover of book. Paste labels on binding of book. Thus, labels and pockets for individual books will look like the following for call numbers:

Text	Text
EL 1-6	EL 1-6
N561	N561,
no.1	no.2

6. Keep statistics on number of books cataloged.

Publishers do not publish series books in one standard pattern. British publishers, who publish much of the material used in the open classroom, do not have their materials listed in El-Hi Textbooks in Print. Problems do arise in cataloging textbooks. You must use your ingenuity to manipulate the system. Just remember your goals- to make the books easily accessible to students who must often find them by themselves, to keep series together and to keep subject and grade level divisions together. At the beginning, the professional librarian should check all work at each stage. Eventually all you will have to check is the call number and the typed card.

Admittedly this is a simplified system. Surely it must have breaches of cataloging etiquette --- but--- it works. Remember, this basic textbook cataloging system was designed by a curriculum librarian and is to be used by others in the same position. It is possible to understand cataloging procedures and even to find them interesting. It is not a sacred system. Alterations can be made to adjust to the needs of different schools and different collections. Alterations will have to be made as Curriculum Laboratory Collections continue to grow and publishers continue to produce new kinds of textbooks and new kinds of materials.

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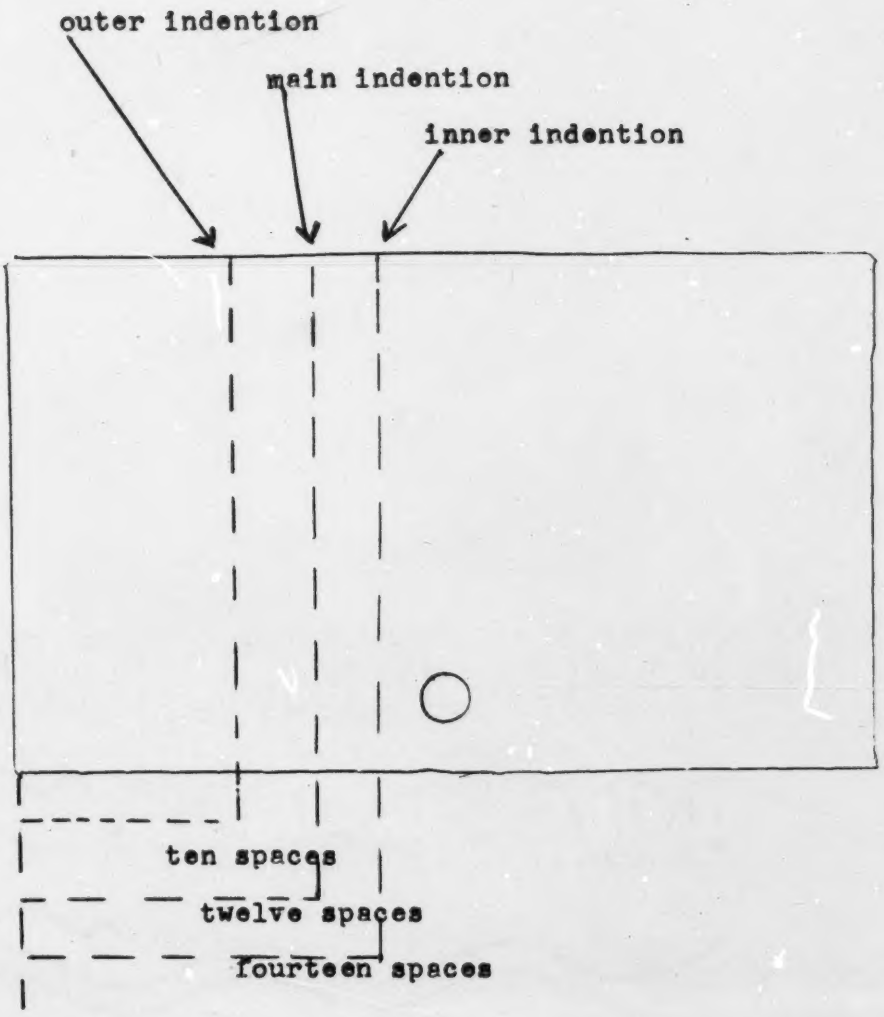
Subject Classification - Texts

Text 1-12	Texts which include elementary and secondary grades
Text 1-6	Elementary grades
Text 7-12	Secondary grades
A	Art
B	Business
E	English language (composition, grammar, linguistics, handwriting)
EL	Reading and literature
ENF	English as a foreign language
G	Guidance
H	Health
L	Languages (not English)
LC	Chinese
LF	French
LS	Spanish
M	Mathematics (subdivide only for grades above the sixth grade)
MA	Algebra
MG	Geometry
MT	Trigonometry
MU	Music
N	Nursery and kindegarten
S	Science (subdivide only for grades above the sixth grade)
SB	Biology
SC	Chemistry
SG	Geology
SP	Physics
T	Social Sciences (subdivide only for grades above the sixth grade)
TE	Economics
TG	Geography
TH	History
TS	Sociology, Psychology, Anthropology
V	

Basic Catalog Card - Spacing



Outer indention

1. Begin series title or individual title entry.

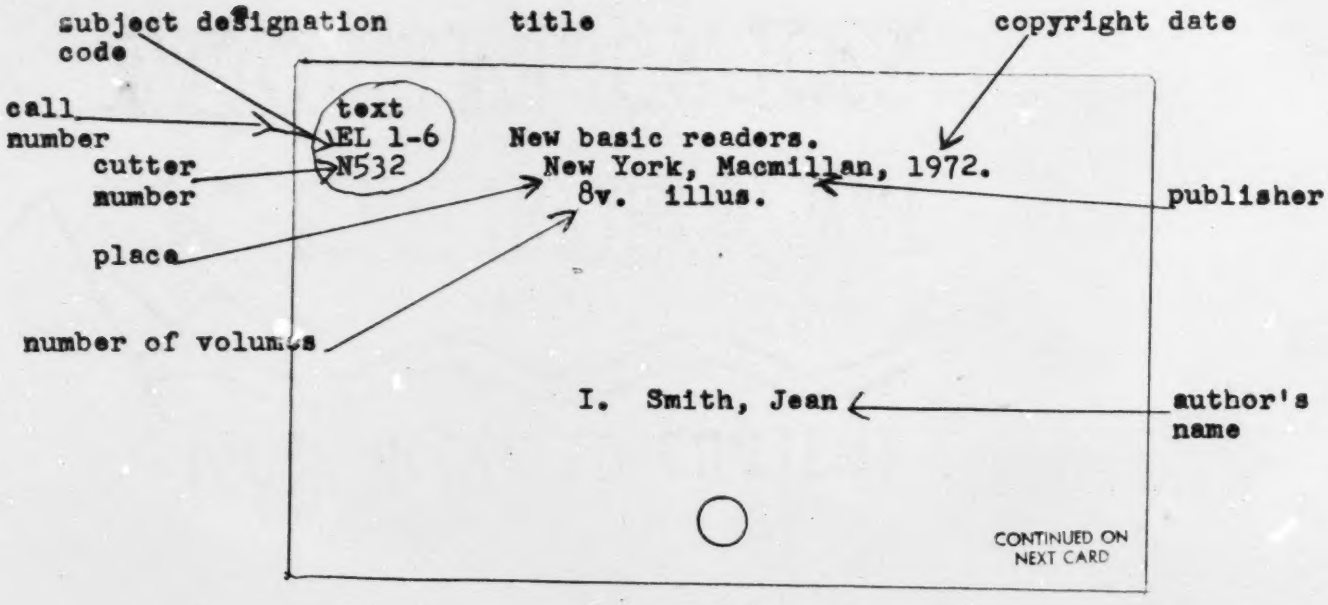
Main indention

1. Begin author entry.
2. When author's name exceeds one line, return to main indention.
3. If the imprint (place, publisher, date) exceeds one line, return to main indention.
4. If the collation (number of pages , volumes, illus.) exceeds one line, return to main indention.
5. For author entry with additional workbook, study guide or teacher's edition, begin this additional item entry at the main indention.

Inner indention

1. Begin title for author entry.
2. Begin collation for author or title entry.
3. Begin first tracing. Roman numeral I.

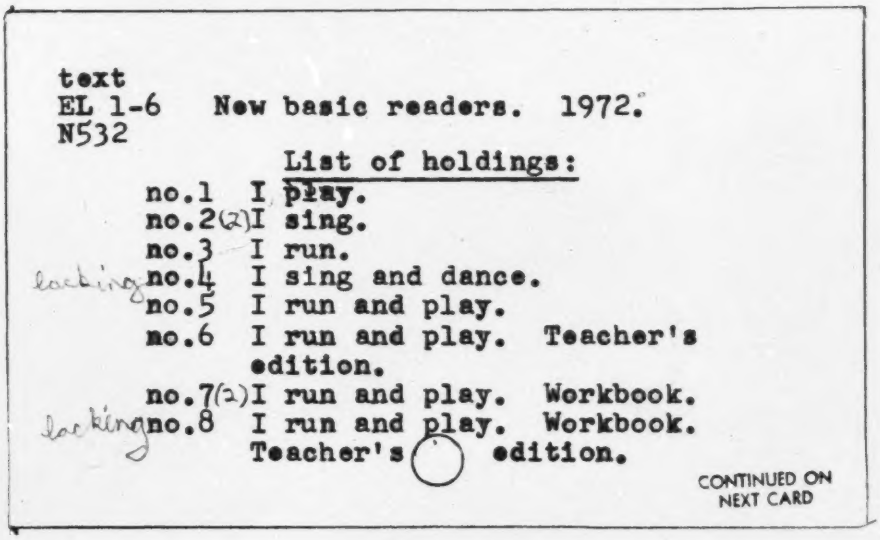
Title entry (Series title or individual book title)



1. Type call number (text, subject designation code, grade level, cutter number) in upper left hand corner of card.
2. Type title starting at Outer indention (Ten spaces from the margin).
3. Type place, publisher and copyright date starting at Main indention (Twelve spaces from the margin).
4. Type number of volumes in the series (<u>not</u> the number we have) and illus. if the book has pictures. Begin at the inner indention (Fourteen spaces from the Margin).
5. Type the Roman numeral I. and the name of the author of the series, last name first. (When there is more than one author, use the name of the first author listed). Begin at the bottom of the catalog card at the inner indention.

Second card - Title entry (Series title or individual title entry with more than one volume)

This card contains the titles of all individual volumes in the series. Where possible, use El-Hi Textbooks in Print to determine the place of each volume in the series.



text
EL 1-6 New basic readers. 1972.
N532

List of holdings:

no.1 I play.
no.2(2) I sing.
no.3 I run.
lacking no.4 I sing and dance.
no.5 I run and play.
no.6 I run and play. Teacher's edition.
no.7(2) I run and play. Workbook.
lacking no.8 I run and play. Workbook. Teacher's edition.

CONTINUED ON NEXT CARD

1. Type call number and title as in the first card. Then type copyright date.

2. Indent fourteen spaces from the margin. Doublespace. Type List of holdings:.

3. Indent six spaces from the margin. Singlespace. Assign each volume a number. Remember to determine the numerical order of each volume by checking in El-Hi Textbooks in Print.

4. Important! Include all volumes in the series in the list of holdings. If the library does not yet have the volume(s) listed, write the word "lacking" in pencil next to the missing volume.

5. Each volume should have a name (I play), a number (Bk.I), or a letter (Bk. A). If the volume(s) do not have names, numbers or letters, label them in numerical order(Bk.I, Bk.II).

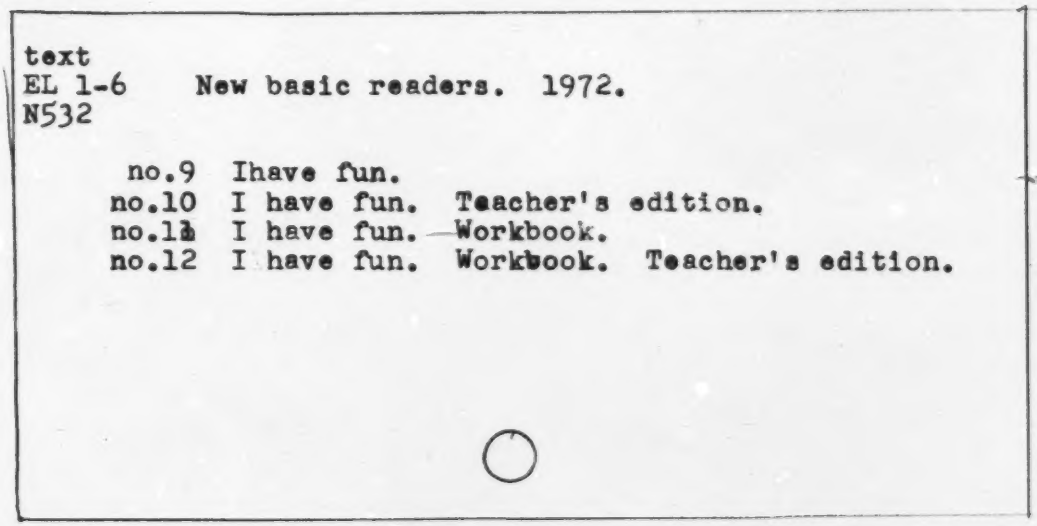
6. For each series title, make sure to check the author, title, and series index.in El-Hi Textbooks in Print. If the series is not listed, arrange the books in logical order. For clues as to the logical order, check the copyright page, the spine and the introduction to each volume. If there are no clues, arrange the volumes in an arbitrary order.

7. When there are teacher's editions or workbooks in a series, include them in the list of holdings. List each teacher's edition or workbook after the companion volume. This volume usually has the same name as the workbook and the teacher's edition.

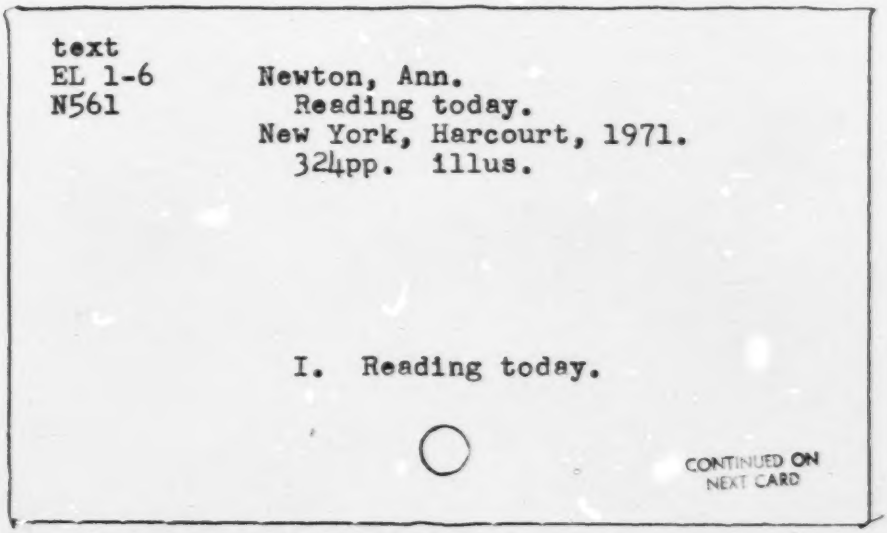
8. When there is more than one copy of a volume, indicate the number of copies on the list of holdings by writing the number of copies in pencil in parentheses between the number and title of the volume. (See sample card)

9. For some series, a second card does not provide enough room to list all the volume titles in the series. In these cases, type a third card, fourth card, etc.

10. On all cards containing list of holdings (except the last card), use the "continued on next card" stamp in the lower right hand corner of the card. Use this stamp on the first card when it is followed by a second card.


text
EL 1-6 New basic readers. 1972.
N532
no.9 Ihave fun.
no.10 I have fun. Teacher's edition.
no.11 I have fun. Workbook.
no.12 I have fun. Workbook. Teacher's edition.

Author entry - Use only for individual titles. Make sure the book is not part of a series.



1. Type call number in upper left hand corner of card.
2. Type author's name, last name first. Indent twelve spaces from the margin.
   a. If the book has more than one author, use the name of the first author listed on the title page.
   b. If the author's name exceeds one line return to the main indention (twelve spaces from the margin).
3. Type title starting at the inner indention (fourteen spaces from the margin).
4. Type place, publisher and copyright date starting at the main indention.
5. Type number of pages and illus. if the book has pictures. Begin at the inner indention.
6. Type the Roman numeral I. and the title of the book. Begin at the bottom of the catalog card at the inner indention.

Second card - Author entry

text
EL 1-6 Newton, Ann.
N530 Reading today. 1971.

List of holdings:
no.1 Reading today. Teacher's guide.
no.2 Reading today. Workbook.

I. Reading today.

7. List of holdings and book titles are typed in the same way as in the second card of the title entry.

8. When there is more than one accompanying volume for an individual title, the titles are arranged in an arbitrary way and numbered.

9. Thus, the call number for this workbook would be text
EL 1-6
N530
no.2

10. When a second card is used for an author entry, use the continued on next card stamp on the first card of the entry.

11. For a title entry which is not part of a series but which does have additional accompanying volumes, use the spacing for a title entry(indent ten spaces from the margin to type the title), but add the additional volumes to the card using the same form as the author entry above.

Author entry for a title with a teacher's edition or a workbook or a study guide.

Do not use this form if the title is part of a series.

text
EL 1-6 Newton, Ann.
N530 Reading today.
New York, Harcourt, 1971.
324pp. illus.

text
EL 1-6 _____. Teacher's
N531 edition.

(Can be a workbook or study guide)

I. Reading today.

1. This card is typed in exactly the same way as the basic author entry card.

2. If the individual volume (make sure it is not part of a series) has one accompanying volume such as a workbook, study guide or teacher's edition, the form above is used.

3. After the collation (number of pages and illus.), doublespace. Place the call number of the accompanying volume directly under the call number of the main volume.

4. Beginning at the main indention (indent twelve spaces), type a blank line and a period. Then type Teacher's edition or Workbook of Study Guide.

5. Sometimes an individual title will have a teacher's edition, a workbook, a teacher's edition of the workbook and a study guide. If the title has more than one accompanying volume, a second card is needed. This second card is similar to the second card for the title entry.

6. The second card is typed with the same spacing as the basic author entry card. The call number is typed. The author's name is typed at the main indention. The title of the book is typed at the inner indention. The date is typed after the title.